

LINCOLN HIGH
714 Lincoln Road
McClellanville, SC 29458

GRADES 9-12 High School

ENROLLMENT 130 Students

PRINCIPAL Juanita M. Middleton 843-887-3244

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	3	4	4	6

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

YES

This school met 5 out of 5 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Excellent	N/A
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Unsatisfactory	Average	No
2004	Below Average	Excellent	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	82.4	N/A	N/A	61.4	N/A	N/A
Passed 1 subtest	11.8	N/A	N/A	19.0	N/A	N/A
Passed no subtests	5.9	N/A	N/A	19.6	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	80.0%	87.9%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	0.0	2.5
Seniors who met the SAT/ACT requirement	0.0	2.6
Seniors who met the grade point average	16.1	26.8

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	33	106
Number of Diplomas	23	73
Rate	69.7%	68.6%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	25	80.0	31	0.0	33	69.7	YES
Gender							
Male	8	100.0	14	0.0	15	66.7	N/A
Female	17	70.6	17	0.0	18	72.2	N/A
Racial/Ethnic Group							
White	0	N/A	0	N/A	0	N/A	N/A
African-American	25	80.0	31	0.0	33	69.7	
Asian/Pacific Islander	0	N/A	0	N/A	0	N/A	N/A
Hispanic	0	N/A	0	N/A	0	N/A	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	23	82.6	26	0.0	27	81.5	N/A
Disabilities other than speech	2	I/S	5	0.0	6	16.7	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	25	80.0	31	0.0	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	25	80.0	31	0.0	33	69.7	N/A
Socio-Economic Status							
Subsidized meals	21	76.2	22	0.0	25	60.0	N/A
Full-pay meals	4	I/S	9	0.0	8	100.0	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 33.3%									
All Students	34	100.0	16.1	61.3	16.1	6.5	51.6	YES	YES
Gender									
Male	15	100.0	23.1	69.2	N/A	7.7	30.8	N/A	N/A
Female	19	100.0	11.1	55.6	27.8	5.6	66.7	N/A	N/A
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	33	100.0	16.7	63.3	13.3	6.7	50.0	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	31	100.0	10.7	64.3	17.9	7.1	57.1	N/A	N/A
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	34	100.0	16.1	61.3	16.1	6.5	51.6	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	34	100.0	16.1	61.3	16.1	6.5	51.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	29	100.0	18.5	63.0	14.8	3.7	48.1	I/S	I/S
Full-pay meals	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	34	100.0	9.7	58.1	29.0	3.2	64.5	YES	YES
Gender									
Male	15	100.0	15.4	46.2	30.8	7.7	69.2	N/A	N/A
Female	19	100.0	5.6	66.7	27.8	N/A	61.1	N/A	N/A
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	33	100.0	10.0	60.0	26.7	3.3	63.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	31	100.0	3.6	60.7	32.1	3.6	71.4	N/A	N/A
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	34	100.0	9.7	58.1	29.0	3.2	64.5	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	34	100.0	9.7	58.1	29.0	3.2	64.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	29	100.0	11.1	59.3	25.9	3.7	59.3	I/S	I/S
Full-pay meals	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
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Students (n= 130)

Retention rate	6.1%	N/A	11.1%	9.1%
Attendance rate	95.2%	Up from 93.5%	95.6%	96.0%
Eligible for gifted and talented	5.0%	Up from 0.0%	2.4%	5.8%
With disabilities other than speech	13.7%	Down from 16.0%	15.9%	12.7%
Older than usual for grade	21.5%	Down from 42.1%	15.8%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	8.5%	Up from 2.1%	1.4%	1.6%
Enrolled in AP/IB programs	9.9%	Down from 33.0%	4.4%	10.2%
Successful on AP/IB exams	N/AV		13.9%	53.8%
Annual dropout rate	4.6%	Up from 3.6%	2.5%	2.7%
Career/technology students in co-curricular organizations	4.6%	Up from 0.0%	4.6%	3.6%
Enrollment in career/technology center courses	105	Up from 75	282	466
Students participating in worked-based experiences	100.0%	Up from 19.1%	19.2%	25.7%
Career/technology students mastering core competencies	75.3%	Up from 74.7%	66.9%	77.7%
Career/technology completers placed	90.9%	Down from 93.8%	96.5%	99.3%

Teachers (n= 19)

Teachers with advanced degrees	47.4%	Down from 55.0%	48.2%	52.0%
Continuing contract teachers	57.9%	Down from 60.0%	76.3%	82.1%
Highly qualified teachers**	92.3%	N/A	89.5%	89.5%
Teachers with emergency or provisional certificates	29.4%		12.5%	8.6%
Teachers returning from previous year	69.4%	Up from 68.7%	79.9%	86.2%
Teacher attendance rate	95.3%	Down from 96.3%	94.5%	95.3%
Average teacher salary	\$39,706	Down 1.3%	\$40,002	\$41,060
Prof. development days/teacher	14.4 days	N/R	13.9 days	10.6 days

School

Principal's years at school	1.0	Down from 2.0	2.0	3.0
Student-teacher ratio in core subjects	11.2 to 1	Up from 9.1 to 1	20.0 to 1	26.4 to 1
Prime instructional time	86.7%	Down from 86.8%	87.4%	90.0%
Dollars spent per pupil*	\$17,786	Up 16.6%	\$7,820	\$6,310
Percent of expenditures for teacher salaries*	46.4%	Down from 54.6%	56.7%	57.9%
Opportunities in the arts	Good	Up from Poor	Good	Excellent
Parents attending conferences	69.2%	Up from 41.9%	84.7%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Lincoln High School is moving in the right direction. We implemented several programs and activities to create a school environment that promotes teacher effectiveness, increased parent involvement and student achievement. In addition, a school-wide discipline plan helped to significantly reduce the number of out of school suspensions. All teachers were involved in professional development seminars in curriculum calibration and strategies for implementing standards based instruction. Teachers attended professional development conferences in differentiated instruction and subject area best practices. Several teachers completed a one-year writing across the curriculum graduate level course offered on Lincoln's campus by the Citadel.

Of the nineteen students taking the SC Exit Exam in December 2003, fourteen passed all subsections of the tests. We organized an Academic Learning Time (ALT) for all students taking HSAP and eleventh and twelfth graders in need of assistance. Our after-school Homework Center was offered during the months of August - May. At least 80 percent of Lincoln students attended during the year. Several students also received supplementary tutorial assistance provided by private vendors through Title I Supplemental Services Program.

Our science department participated in the eCybermission project. Three students competed and won prize packages totaling \$9,000 at the regional competition. They will participate and compete nationally in Washington, DC. The math, science, art and career/technology departments held a Family Fun Night in May that was well attended by parents and community. All students were able to attend many field trips as well as live performances at the Dock Street Theatre and the College of Charleston. Students' ability to communicate their experiences in writing transferred to an increase in writing scores on BSAP.

Our agreement with College of Charleston's Upward Bound Program provided several parents and students with information on colleges, securing financial aid and writing college entrance essays. Many of our students participated in job shadowing and learning opportunities with BMW, The Riverbanks Zoo and the Cooper River Bridge Project. Lincoln High School was one of eighteen winners in the district of a Comprehensive School Reform Grant funded through the SC Department of Education. The faculty and staff will implement the Southern Regional Education Board's High Schools That Work Model. The faculty and staff will participate in a three-day instructional retreat, June 4-6, 2004, that will focus on the district's new Coherent Curriculum and an introduction to the High Schools That Work reform model.

While we have made solid moves in the right direction, there is still a significant amount of work to be done. With the assistance of the Charleston Plan for Excellence, the Coherent Curriculum and the rigorous instructional component of the High Schools That Work Model, we can be assured that the students of Lincoln High School will reap the benefits of a high quality instructional program.

Juanita Middleton
Principal Specialist

Cheryl Cook
School Improvement Council Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	19	12
Percent satisfied with learning environment	70.8%	83.3%	100.0%
Percent satisfied with social and physical environment	80.0%	94.4%	83.3%
Percent satisfied with home-school relations	58.3%	84.2%	100.0%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.